

4th Year GCSE History Exam Revision

**What do I need to learn?**

| Have I learnt this yet? | Content coverage/ key questions |
| --- | --- |
| 1 | Overview of the main terms of the Treaty of Versailles./Why did many Germans resent the Treaty?  How and why the new Weimar Constitution was drawn up; its main points; and its main potential weaknesses. |
| 2 | The main economic problems experienced by the Weimar Republic, 1918-23.  The main political parties of Weimar; meanings of leftwing/rightwing; and the different political problems experienced by the Weimar Republic, 1918-23. |

Very simply you need to learn everything we have studied on Weimar and Nazi Germany. But below is a simple check list for you to work through:

|  |  |
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| 3 | The role played by Stresemann in dealing with Germany’s main economic problems, 1924-29.  Stresemann’s main actions in trying to improve Germany’s diplomatic position in post-war Europe. |
| 4 | The death of Stresemann; the immediate economic impact of the Wall Street Crash on Germany; the start of the Great Depression.  The main social and political effects of the Great Depression in Germany, 1929-32. |
| 5 | Overview of Hitler’s early career, and the birth of the Nazi Party.  The background to the Munich Putsch, 1923, and the main events and results of it. |
| 6 | The main ideas of the Nazi Party after 1924.  The main steps taken to relaunch and reorganise the Nazi Party after 1925; and the Nazi Party’s ‘Lean Years’,  1924-29. |
| 7 | The problems of the Weimar Republic after 1929, and the growth of Nazi support in the period 1929-32.  Nazi propaganda, and the growth of Nazi support amongst different sections of the population. |
| 8 | The growing crisis1932-33; the presidential elections 1932; and the frequent government changes.  The main developments after the Nov. 1932 elections, and Hitler’s appointment as chancellor in January 1933. |
| 9 | Overview of the main events surrounding the Reichstag Fire, the March election and the Enabling Act.  The main steps taken by the Nazis against trade unions, other political parties and local government, in the period May 1933 — January 1934. |
| 10 | The reasons for, and the significance of, the Night of the Long Knives, June 1934.  The final steps in Hitler becoming Fuhrer, in August 1934. |
| 11 | The main processes and organisations involved in establishing the Nazi police state.  The main aspects of Nazi government policies towards, and relations with, the German churches. |
| 12 | The main methods of Nazi censorship and propaganda in the arts, culture and sport after 1933.  The use of censorship and propaganda in relation to the press, the radio and rallies. |

| Have I learnt this? | Content coverage/ key questions |
| --- | --- |
| 13 | The main Nazi domestic policies for education and young people, in the period 1933-39.  Overview of the main types of opposition amongst young people to Nazi policies. |
| 14 | Overview of the main aims of the Nazis concerning women.  The main policies of the Nazis concerning women in the period 1933-39. |

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| --- | --- |
| 15 | The main economic policies of the Nazis, 1933-39.  The main arguments about the impact of Nazi economic policies on the standard of living for German people, 1933-39. |
| 16 | The main Nazi aims, policies and actions against Jewish people, 1933-39.  Overview of the persecution of other minorities in Nazi Germany in the period 1933-39. |

**The Exam itself:**

**Edexcel GCSE History A: Unit 2: Modern World Depth Study**

**25% of**

**the total**

**GCSE**

**Overview of content:**

* Option 2A: Germany 1918–39

**Overview of assessment**

* Students will be assessed through a single examination.
* Students answer six questions and there are 50 marks available.
* The examination time is 1 hour 15 minutes

**Where do I get the information from?**

Obviously start with your textbook and workbook – everything you need is in there. But there are many good online resources too. Have a look at:

[**http://www.schoolhistory.co.uk/revision/**](https://exchange.pocklingtonschool.com/owa/redir.aspx?C=6bda99c35c684918a0957ed33dda3938&URL=http%3a%2f%2fwww.schoolhistory.co.uk%2frevision%2f)– online information and lessons but some excellent history games to test your knowledge.

<http://www.spartacus.schoolnet.co.uk/> - lots of pure ‘info’ on Weimar and Nazi Germany. Locate it using the left-hand side bar.

<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/> - and follow the links to Germany. Revision material, interactives and games.

<http://www.johndclare.net/> - my hero! A superb site, just have a look.

[**http://www.historygcse.org/**](https://exchange.pocklingtonschool.com/owa/redir.aspx?C=6bda99c35c684918a0957ed33dda3938&URL=http%3a%2f%2fwww.historygcse.org%2f) **-** covers Nazi Germany

[**http://www.historylearningsite.co.uk/**](https://exchange.pocklingtonschool.com/owa/redir.aspx?C=6bda99c35c684918a0957ed33dda3938&URL=http%3a%2f%2fwww.historylearningsite.co.uk%2f) **-** covers Nazi Germany – quite dense notes

Then head on over to [http://www.edexcel.com/quals/gcse/gcse09/history/a/Pages/default.aspx](https://exchange.pocklingtonschool.com/owa/redir.aspx?C=6bda99c35c684918a0957ed33dda3938&URL=http%3a%2f%2fwww.edexcel.com%2fquals%2fgcse%2fgcse09%2fhistory%2fa%2fPages%2fdefault.aspx) (press this as a link).  This is the exam board link.  Here you should have a look at **sample assessment materials**.  You can use these to have a go at past papers and to look at what the examiner is looking for.  REMEMBER: you are only interested in Unit 2A Modern World Depth Study in Germany 1918-39

**GCSE HISTORY: NAZI GERMANY REVISION**

**Politically unstable situation in Germany due to:**

1. Instability of the Weimar Republic

**Weimar Constitution**

President: appoints and dismisses Chancellor

In Emergency, rules by DECREE

Chancellor: proposes laws to the Reichstag

Reichstag: elected every 4 years by Proportional Representation

1. Economic crisis
   * WW1 left Germany bankrupt
   * Treaty of Versailles stripped her of valuable lands, crippling reparations
   * Worker’s uprisings damaged economy
   * Shortages

TO A CERTAIN EXTENT: these economic issues had been addressed by loans from America – WALL STREET CRASH ends this.

1. Feeling of resentment due to Treaty of Versailles
   * Creates a mood of tension; people do not tend to support their leaders, and turn to extreme parties (communists, anarchists and fascists)
   * Constant political uprisings from the Left and Right (Spartacists, Munich Putsch.)

Aims of the **National Socialist German Workers Party**:

*Combination of nationalist and socialist ideas*

1. Abolition of Treaty of Versailles (remilitarization, end reparations)
2. Land expansion *lebensraum*
3. Better conditions for workers (sharing of profits by businessmen, free education, healthcare, pensions)
4. Anti-Jewish and anti-Communist

**Munich Putsch Nov 8th 1923** or ‘Beer Hall’ putsch

An attempt by Adolf Hitler to take over the government of Bavaria

Aim was to get army support and then overthrow government – failed as army stayed loyal to government

Leaders of NSDAP tried and imprisoned (Hitler uses trial to publicise Nazi cause)

**Subsequent economic success in Germany leads to fall in support for Hitler**

**Rise to Power stems from return of economic collapse in Germany following Wall Street Crash**

* As Chancellors unable to deal with crisis, President uses Article 48 to rule – loses public support
* Nazi Party carefully tailors their message to appeal to a wide range of Germans (Christians, Industrialists, Workers, and Unemployed etc.)
* Popular support for Hitler grows, and SA terrorise population of opponents
* In climate of civil unrest, Hindenburg appoints Hitler as a short term measure, to pacify the people and stop SA violence

# MNEMONIC

# Eight Steps to Becoming Dictator

**Rigged German Election Leads To Psychopath Nazi Fuhrer**

### Reichstag Fire - 27 Feb 1933 – blames communists and can remove KPD

### General Election - 5 March 1933 - Nazis only win 44% so arrest 81 communist deputies – giving Nazis majority

**Enabling Act - 23 March 1933 –** with SA help to ensure vote, Hitler allowed to make own laws

**Local government - 26 April 1933** – Nazis take over and send dissidents to concentration camps

**Trade Unions banned - 2 May 1933 –** control of workforce through DAF, no strikes allowed

**Political Parties banned - 14 July 1933 –** all political leaders imprisoned, NSDAP only party

**Night of the Long Knives - 30 June 1934 –** execute leaders of *socialist* SA

**Führer - 19 August 1934 –** Hitler declares himself to be head of state

Germany Steps to Dictatorship Timeline

|  |  |  |
| --- | --- | --- |
| 1933 | JAN | 30th Hitler appointed Chancellor by Hindenburg |
| FEB | 27th Reichstag Fire blamed on the Communists |
| 28th Emergency decrees used to repress the KPD – remained in force throughout Third Reich. |
| MARCH | 5th Elections (Nazis only get 44% of the vote, Nationalists get 8%) |
| 13th New Ministry for Public Enlightenment and Propaganda |
| 24th Enabling Act: ‘Law for Terminating the Suffering of the People and the Nation |
| APRIL | 1st One day boycott of Jewish shops |
| 7th Law for Restoration of Professional Civil Service |
| MAY | 2nd Trade Union Offices seized – all forced to join German Labour Front (DAF) |
| JUNE | Employment law |
| JULY | 14th Law against the Formation of New Parties |
| 20th Concordat between German state and the Vatican |
| OCT | 14th Reichstag dissolved |
| NOV | 12th Nazi candidates win 92% of Reichstag |
|  |  |  |
| 1934 | JAN | 15th Law for the Reconstruction of the State (elected state assemblies dissolved – Reich governors appointed |
| JUNE | 30th Night of the Long Knives (SS shoot many SA leaders and other threats) |
| AUG | 2nd Hindenburg dies – Hitler becomes Head of State |

**The NAZI STATE**

Nazis established a police state to maintain firm control on Germany, controlling every aspect of life

### One-Party State

* The Enabling Act (23 March 1933) made Hitler was the all-powerful Fuhrer of Germany.
* The Law against the Formation of Parties (14 July 1933) declared the Nazi Party the only political party in Germany.   It was an offence to belong to another Party.
* All other parties were banned, and their leaders were put in prison.
* Nazi Party members, however, got the best jobs, better houses and special privileges.
* Many businessmen joined the Nazi Party purely to get orders.

### Terror

* The Nazis took over local government and the police.
* On 26 April 1933, Hitler set up the Gestapo (the secret police) and the SS, and encouraged Germans to report opponents and 'grumblers'.
* Tens of thousands of Jews, Communists, gypsies, homosexuals, alcoholics and prostitutes were arrested and sent to concentration camps for 'crimes' as small as writing anti-Nazi graffiti, possessing a banned book, or saying that business was bad.
* On the Night of the Long Knives (13 June 1934) Hitler used his legal power to assassinate all his opponents within the Nazi Party

### Propaganda

* The German people were subjected to continual propaganda, under the control of Josef Goebbels.
* It was the cult of personality - everything was organised to make Germans permanently grateful to Adolf Hitler.
* Germans were made to feel part of a great and successful movement - in this respect the 1936 Olympic Games were a propaganda coup.
* The Nazis used the most up-to-date technology to get their message across, radio, film, posters, etc.

### Youth

* The Nazis replaced anti-Nazi teachers and University professors, and school lessons included hidden indoctrination - requiring children to calculate how much mentally disabled people cost the state, or to criticize the racial features of Jewish people.
* German boys were required to attend the Hitler Youth, which mixed exciting activities, war-games and Nazi indoctrination.
* German girls went to the BDM and learned how to be good mothers, and to love Hitler

### Women

* KKK keeps women out of public affairs
* Encouraged to produce large Aryan families
* Lebensborn programme of state prostitution

### Workforce

* Hitler banned all Trade Unions on 2 May 1933.
* Their offices were closed, their money confiscated, and their leaders put in prison.   In their place, Hitler put the German Labour Front which reduced workers' pay and took away the right to strike.
* The National Labour Service sent men on public works programmes.
* To keep the workers happy, the Nazis set up the Strength through Joy movement, which offered good workers picnics, free trips to the cinema and (for the very few) free holidays.

### Economy

* Hitler aimed to create **autarky**
* Control of workers to ensure productivity
* National Labour Service allowed construction of infrastructure
* Schacht’s New Plan and Goering’s Four Year Plan
* Remilitarization
* SA/SS keep young men off streets
* Concentration camps

### Religion

* Hitler signed a Concordat with the Pope, agreeing to leave the Roman Catholic Church alone if it stayed out of politics - so most Catholics were happy to accept the Nazi regime.
* Hitler did attempt to control the Protestant Church, introducing Nazi iconography and Nazi priests to the **Reich Church**
* Some priests stayed independent from Nazi regime and created a ‘free Church’: **Confessional Church** – never openly criticized regime so were allowed to continue
* Hitler also encouraged the establishment of the **German Faith Movement**, a new religion based on Bronze Age Germanic tribes (worship of nature, etc)
* Protestants and Jehovah's Witnesses - if they opposed the Nazis - were sent to concentration camps.

### Racism

* The Nazi regime was from the start based on anti-Semitism.
* The Racial Purity Law (15 September 1935) took away German citizenship from the Jews, and forbade sex between Germans and Jews.
* Other key dates include Kristallnacht (9-10 November 1938) when German shops, homes and synagogues were destroyed
* Wannsee Conference (January 1942) decides on ‘Final Solution’
* Many Germans approved of this racism.

Nazi Germany Knowledge Test: Summer Exam Revision

1. Why did proportional representation make the Weimar government weak?
2. What was the outcome of the Munich putsch for Hitler?
3. Name a left wing party in Germany in the 1930s.
4. What economic event in the USA helped Hitler into power?
5. What position was Hitler appointed to by Hindenburg?
6. How many ministers did the Nazi party have in Hitler’s cabinet?
7. What was the role of the SA in passing the Enabling Act?
8. What was the Night of the Long Knives?
9. What was the name of the Nazi secret police?
10. How did Hitler ensure the loyalty of the army?
11. Why were concentration camps set up?
12. Who was Goebbels and what was his role?
13. What is autarky?
14. What is the BDM?
15. What was the Lebensborn programme?
16. Name a minority group other than Jews who were discriminated against in Nazi Germany.
17. Which laws denied German Jews citizenship and prevented them from marrying non-Jews?
18. What was Kristallnacht?
19. What was the German faith movement?
20. What was the confessional church?

**On the next page you will find an example question paper (you will recognise this as your Christmas exam) and following it a mark scheme with suggested answers. Have a look, have a go and certainly study the examiner’s advice closely.**

Write your name here

Surname Other names

**Edexcel GCSE**

Centre Number Candidate Number

**History A (The Making of the Modern World)**

**Unit 2: Modern World Depth Study**

**Option 2A: Germany, 1918-39**

**Additional Sample Assessment Material**

**Time: 1 hour 15 minutes**

**You do not need any other materials.**

Paper Reference

**5HA02/2A**

Total Marks

Instructions

•

Answer **six** questions (1(a), (b), (c), and (d), 2(a) **OR** 2(b), 3(a) **OR** 3(b)). Answer the questions in the spaces provided

•

– *there may be more space than you need*.

Information

• The total mark for this paper is 50.

• The marks for **each** question are shown in brackets

*– use this as a guide as to how much time to spend on each question.*

•

Questions labelled with an **asterisk** (**\***) are ones where the quality of your written communication will be assessed

*– you should take particular care with your spelling, punctuation and grammar, as well as the clarity of expression, on these questions.*

Advice

• Read each question carefully before you start to answer it.

• Keep an eye on the time.

• Check your answers if you have time at the end.

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*Turn over*

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**Germany, 1918–39**

**Answer Questions 1(a) to (d), then Question 2(a) OR 2(b) and then Question 3(a) OR 3(b). Question 1 – you must answer all parts of this question.**

Study Source A.

**Source A**: From a book about the history of Germany, published in 2009.

On the evening of 27 February 1933, the Reichstag building was destroyed by a massive fire. A young Dutchman, a Communist supporter called Marinus van der Lubbe, was caught on the site. Van der Lubbe was put on trial, found guilty and executed. But his execution was not enough for Hitler; he saw the Reichstag fire as an opportunity to attack the Communists. He used the Reichstag fire to make President Hindenburg declare a State of Emergency.

(a) What can you learn from Source A about Communism in Germany in 1933?

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(b) Describe the measures taken by Hitler to control the churches in Germany.

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(c) Explain the effects of the Night of the Long Knives (1934).

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(d) Explain the effects of hyperinflation in 1923 on Germany and its people.

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**(Total for Question 1 = 26 marks)**

**Answer EITHER Question 2(a) OR 2(b).**

**EITHER**

**2** (a) Explain how the Treaty of Versailles affected Germany in the years up to 1924.

**OR**

**2** (b) Explain how the Nazi Party developed in the years 1920-28.

**(8)**

**(8)**

**Indicate which question you are answering by marking a cross in the box.**

**If you change your mind, put a line through the box and then indicate your new question with a cross .**

Chosen Question Number: **Question 2(a) Question 2(b)**

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**(Total for Question 2 = 8 marks)**

**Answer EITHER Question 3(a) OR 3(b).**

**EITHER**

**\*3** (a) Was the introduction of a new currency the most important action taken by Stresemann in restoring stability to Germany in the years 1924–28? Explain your answer.

**(16)**

You may use the following in your answer and any other information of your own.

• The introduction of a new currency (Rentenmark)

• Taking Germany into the League of Nations

• Agreeing the Dawes Plan in 1924

• Dealing with the occupation of the Ruhr

**OR**

**\*3** (b) Was the Depression the main reason why Hitler was able to become Chancellor in January 1933? Explain your answer.

You may use the following information to help you with your answer. **(16)**

**•** The Depression of 1929

**•** Nazi propaganda

**•** Hitler’s appeal

**•** actions of von Papen, von Schliecher and Hindenburg

**Indicate which question you are answering by marking a cross in the box.**

**If you change your mind, put a line through the box and then indicate your new question with a cross .**

Chosen Question Number: **Question 3(a) Question 3(b)**

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**(Total for Question 3 = 16 marks)**

**TOTAL FOR PAPER = 50 MARKS**

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Mark Scheme

Additional Sample Assessment Material

**GCSE**

GCSE History A (5HA02/2A)

**Unit 2: Modern World Depth Study**

**Option 2A: Germany 1918-39**

**NB. The examples given are an indication of a level of thinking a candidate might display and should not be seen as a complete or required answer.**

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| Question Number | |  |
| **1 (a)** | | What can you learn from Source A about Communism in Germany in 1933?  Target: Source comprehension, inference and inference support |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1** | **Students do no more than copy/paraphrase the source.**  e.g. … It tells me that it was a time when Hitler used the  Reichstag fire to make Hindenburg declare a State of Emergency. |
| **2** | **2-3** | **Makes unsupported inferences.**  An inference is a judgement that can be made from studying the source, but is not directly stated by it.  e.g. … It tells me it was a time when people were frightened of  Communism  • 2 marks for one unsupported inference.  • 3 marks for two unsupported inferences. |
| **3** | **4** | **Makes supported inference(s).**  A supported inference is one which uses detail from the source to prove the inference.  e.g. … It tells me that it was a time when people were frightened of communism. You can tell this because it says that Hitler was able to use the Fire to get Hindenburg to declare a State of Emergency to stop the Communist threat. |

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| Question Number | |  |
| **1 (b)** | | Describe the measures taken by Hitler to control the churches in  Germany.  Target: Key features/recall of knowledge (AO1/A02) |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-3** | **Simple statement(s).**  One mark per simple statement made**.**  • One simple statement = 1 mark  • Two simple statements = 2 marks  • Three simple statements = 3 marks  e.g. Hitler was able to control the Catholic church by co- operating with it. He bullied the Protestant Church |
| **2** | **4-6** | **Developed statement(s).**  A developed statement is a simple statement is supported by factual detail.  • One developed statement = 4-5 marks according to degree of support  • Two developed statements = 5-6 marks  e.g. Hitler was able to control the Catholic church by co- operating with it. In 1933 he signed the Concordat with the Catholic Church. It agreed to keep out of politics if the Nazis kept out of religion. But the agreement did not last. He bullied the Protestant Church. He set up the rival Reich Church and then he sent 800 Protestant churchmen (such as Pastor Niemoller) to labour camps because they would not to as he asked. |

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| Question Number | |  |
| **1 (c)** | | Explain the effects of the Night of the Long Knives (1934).  Target: Consequence/recall of knowledge (A01/AO2) |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-2** | **Simple or generalised statements of consequence(s).**  The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.  e.g. The effects of the Night of the Long Knives were that Hitler now had more control.  • 1 mark for one simple statement.  • 2 marks for two or more simple statements. |
| **2** | **3-5** | **Developed statements of consequence(s).**  The student supports the statement with relevant contextual knowledge.  e.g. … The effects of the Night of the Long Knives were that  Hitler now had more control. On 30th June 1934 Hitler used the SS to arrest hundreds of SA members including the leader Ernst Rohm.  • 3-4 marks for one developed statement.  • 4-5 marks for two or more developed statements. |
| **3** | **6-8** | **Developed explanation of consequence(s).**  The student explains one or more consequence(s) supported by selected knowledge.  e.g. … The effects of the Night of the Long Knives were that  Hitler now had more control. On 30th June 1934 Hitler used the SS to arrest hundreds of SA members including the leader Ernst Rohm. This gave him more control because it not only removed a potential rival for control of the party (Rohm), but it also gave Hitler the support of the regular army. Army leaders had been reluctant to support Hitler whilst the SA had such influence.  • 6-7 marks for one or more explained statement.  • 8 marks for answers which show links between factors. |

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| Question Number | |  |
| **1 (d)** | | Explain the effects of hyperinflation in 1923 on Germany and its  people.  Target: Causation/Recall of knowledge (A01/A02) |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-2** | **Simple or generalised statements of causation.**  eg It had terrible effects on Germany and its people. (1)  • 1 mark for one simple statement.  • 2 marks for two or more simple statements. |
| **2** | **3-5** | **Developed statement(s) of causation.**  The student supports statement(s) with relevant contextual knowledge  eg One effect was on pensioners, whose pensions could not keep  pace with the rise in prices and who could not afford everyday  necessities. (3)  • 3-4 marks for one developed cause.  • 4-5 marks for two or more developed causes. |
| **3** | **6-8** | **Developed explanation of causation.**  The student explains why the cause(s) brought about the stated outcome.  eg As level 2. The price of everyday necessities such as food and  clothes was far higher than their income, and their pensions  became worthless. Pensioners, unlike workers, had no way of  getting a rise. Workers on fixed wages experienced the same  problems and were soon having to be paid daily rather than  weekly to try to keep up with the rate of inflation. (6-7)  • 6-7 marks for one cause linked to outcome.  • 7-8 marks for two causes linked to outcome.  • Award 8 marks to any answer which prioritises causes or demonstrates how they combined to create the outcome. |

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| Question Number | |  |
| **2(a)** | | Explain how the Treaty of Versailles affected Germany in the years up to 1924.  Target: Change/Recall of knowledge (A01/A02) |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-2** | **Simple or generalised statement(s) of effect. One mark per simple statement made.**  e.g. The Treaty had a really bad impact on Germany. Lots of things got worse.  • 1 mark for one simple statement.  • 2 marks for two or more simple statements. |
| **2** | **3-5** | **Developed statement(s) of effect.**  The student supports the statement with relevant contextual knowledge.  e.g. The Treaty had a really bad impact on Germany. Lots of things got worse. Take the economy. The Treaty said that Germany had to pay reparations. These were eventually fixed at  £6,600,000 and Germany could not afford to pay them. So the  French invaded the Ruhr to take payment in kind.  • 3-4 marks for one developed statement.  • 4-5 marks for two or more developed statements. |
| **3** | **6-8** | **Developed explanation of effect.**  The student explains one or more effect supported by selected knowledge.  e.g. The Treaty said that Germany had to pay reparations. These were eventually fixed at £6,600,000 and Germany could not afford to pay them. So the French invaded the Ruhr to take  payment in kind. This really messed up the German economy. The workers went on strike, the government printed more notes top pay its bills and there was hyper-inflation. Peoples’ savings were destroyed and many people on fixed incomes were forced into poverty.  The reparations payments prevented the Weimar Republic from winning popular support. It was always labelled as having betrayed the German people and so was subject to attacks from right and left. So there were uprisings like the Kapp Putsch and the Munich Putsch.  • 6-7 marks for one or more explained statement.  • 8 marks for answers which show links between factors. |

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| Question Number | |  |
| **2(b)** | | Explain how the Nazi Party developed in the years 1920-28.  Target: change/recall of knowledge (A01/A02) |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-4** | **Simple or generalised statement(s) of change. One mark per simple statement made.**  **Simple statement(s)**  1 mark per simple statement made.  􀁸 One simple statement = 1 mark  􀁸 Two simple statements = 2 marks  􀁸 Three simple statements = 3 marks  􀁸 Four simple statements = 4 marks  Eg It had a lot more members. (1)  Hitler became its leader. (2)  **The second statement is not directly linked to the first and so these are two simple statements.** |
| **2** | **5-8** | **Developed explanation of change.**  **Developed statement(s)**  **(**A developed statement is where a simple statement is supported  by factual detail.)  1 mark within level per developed statement.  􀁸 One developed statement = 5 marks  􀁸 Two developed statements = 6 marks  􀁸 Three developed statements = 7 marks  􀁸 Four developed statements = 8 marks  eg It had a lot more members. It has 35,000 members in 1923,  but 50,000 in 1926. Hitler became its leader and in 1925  persuaded the government to lift the ban on the party. (6)  **Both statements are a direct development of the first two and**  **so this is marked at level 2.** |

5HA02\_2A Additional Sample Assessment Material

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| Question Number | |  |
| **3(a)** | | Was the introduction of a new currency the most important action taken by Stresemann in restoring stability to Germany in the years 1924–28? Explain your answer.  Target: Analysis of key features and consequence/recall of knowledge (AO1/A02)  **QWC Strands i ii iii**  Assessing QWC:  For the highest mark in a level **all** criteria for the level, including those for QWC must be met. |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1**  **QWC**  **i-ii-iii** | **1-4** | **Simple or generalised statements of action**  The student makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.  Low level 1 (1-2) Repetition of the provided stimulus material or agrees/disagrees with no development.  Eg I think that the introduction of the new currency was the most important.  High level 1 (3-4) For unfocused description.  Eg. After the First World War the Germany economy was in a terrible state. Part of this was the effects of the war, but a lot of it was down to Versailles. Stresemann had to deal with these problems and did so by introducing effective policies which  solved the economic problems.  Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules  of grammar with limited accuracy. |
|  | **5-8** | **Developed statements of action**  Developed statements which agree and/or disagree using the stimulus and/or additional material. Mostly relevant and accurate with an implicit focus on the question.  Low level 2 (5-6). Mainly narrative or one of stimuli only.  Eg. After the First World War the Germany economy was in a terrible state. Part of this was the effects of the war, but a lot of it was down to Versailles. Stresemann had to deal with these problems and did so by introducing effective policies which  solved the economic problems. One of these was a new currency called the rentenmark. This replaced the old mark which had become worthless due to inflation. |

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|  |  | High Level 2 (7-8) Develops two or more of stimuli or other relevant information.  Eg. After the First World War the Germany economy was in a terrible state. Part of this was the effects of the war, but a lot of it was down to Versailles. Stresemann had to deal with these problems and did so by introducing effective policies which  solved the economic problems. This replaced the old mark which had become worthless due to inflation.  Another measure he took was to take Germany into the League of Nations. After the First World War Germany was not allowed to join the League and did not have good relations with other countries. Stresemann knew that it was important to be on good terms with all nations.  Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy. |
| **3** | **9-12** | **Developed explanation of action.**  Developed explanation of one or more action agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.  Low Level 3 (9-10) explains one or two actions.  Eg. After the First World War the Germany economy was in a terrible state. Part of this was the effects of the war, but a lot of it was down to Versailles. Stresemann had to deal with these problems and did so by introducing effective policies which  solved the economic problems. This replaced the old mark which had become worthless due to inflation. This measure was very important because people had lost faith in the country’s economic system. By introducing a new currency Stresemann was able to restore confidence.  Another measure he took was to take Germany into the League of Nations. After the First World War Germany was not allowed to join the League and did not have good relations with other countries. Stresemann knew that it was important to be on good terms with all nations. It was important to have these relations because Germany needed help to build up its economy and to restore its place amongst the powers in the international community. |

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| **QWC**  **i-ii-iii** |  | High Level 3 (11-12) explains two actions and explains why one more important than other  Eg. After the First World War the Germany economy was in a terrible state. Part of this was the effects of the war, but a lot of it was down to Versailles. Stresemann had to deal with these problems and did so by introducing effective policies which  solved the economic problems. This replaced the old mark which had become worthless due to inflation. This measure was very important because people had lost faith in the country’s economic system. By introducing a new currency Stresemann was able to restore confidence.  Another measure he took was to take Germany into the League of Nations. After the First World War Germany was not allowed to join the League and did not have good relations with other countries. Stresemann knew that it was important to be on good terms with all nations. It was important to have these relations because Germany needed help to build up its economy and to restore its place amongst the powers in the international community.  But important though joining the League was, what was really important was changing the currency. This dealt with an immediate problem, hyperinflation. Better relations was important in the long term, but the new currency dealt with an urgent problem.  Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found. |
| **4** | **13-16** | **A sustained argument.**  This considers a range of actions from the stimulus and/or additional material.  Low level 4 (13-14) Makes judgement showing relative importance of more than two actions.  Eg. After the First World War the Germany economy was in a terrible state. Part of this was the effects of the war, but a lot of it was down to Versailles. Stresemann had to deal with these problems and did so by introducing effective policies which  solved the economic problems. This replaced the old mark which had become worthless due to inflation. This measure was very important because people had lost faith in the country’s economic system. By introducing a new currency Stresemann was able to restore confidence. |

Another measure he took was to take Germany into the League of Nations. After the First World War Germany was not allowed to join the League and did not have good relations with other countries. Stresemann knew that it was important to be on good terms with all nations. It was important to have these relations because Germany needed help to build up its economy and to restore its place amongst the powers in the international community.

In some ways this was similar to singing Pacts with other nations. For example, Germany signed the Locarno Pact in 1925 with France and Belgium and they agreed to respect the borders between them. So they were seen as a power to be trusted once more.

But important though joining the League was, what was really important was changing the currency. This dealt with an immediate problem, hyperinflation. Better relations and signing Pacts were important in the long term, but the new currency dealt with an urgent problem.

High level 4 (15-16) Illustrates that one ‘most important action on its own could not provide a satisfactory explanation. Candidates are expected to show inter-relationship between the actions.

Eg. After the First World War the Germany economy was in a terrible state. Part of this was the effects of the war, but a lot of it was down to Versailles. Stresemann had to deal with these problems and did so by introducing effective policies which

solved the economic problems. This replaced the old mark which had become worthless due to inflation. This measure was very important because people had lost faith in the country’s economic system. By introducing a new currency Stresemann was able to restore confidence.

Another measure he took was to take Germany into the League of Nations. After the First World War Germany was not allowed to join the League and did not have good relations with other countries. Stresemann knew that it was important to be on good terms with all nations. It was important to have these relations because Germany needed help to build up its economy and to restore its place amongst the powers in the international community.

Of course, it was all interlinked really. Stresemann did introduce a new currency and restore the economy, but this work was based on loans from the USA as part of the Dawes Plan. These loans came only because Germany was being seen as less of a

threat and more as part of the international community. This was seen also when it joined the League.

**QWC**

**i-ii-iii**

Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.

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| Question Number | |  |
| **3(b)** | | Was the Depression the main reason why Hitler was able to become Chancellor in January 1933?  Explain your answer.  Target: Analysis of effect/recall of knowledge (AO1/A02)  **QWC Strands i ii iii**  Assessing QWC:  For the highest mark in a level **all** criteria for the level, including those for QWC must be met. |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1**  **QWC**  **i-ii-iii** | **1-4** | **Simple or generalised statements of action**  The student makes statements which lack any supporting  contextual knowledge or makes unsupported generalisations.  Low level 1 (1-2). Repetition of the provided stimulus material with no development.  eg I disagree with the statement because Hitler’s appeal was also important.(1)  High Level 2 (3-4) For unfocused description.  eg The Nazis used posters and the radio for propaganda. They  sold cheap radios. (3)  Writing communicates ideas using everyday language and showing  some selection of material, but the response lacks clarity and  organisation. The student spells, punctuates and uses the rules  of grammar with limited accuracy. |
| **2** | **5-8** | **Developed statements of action**  **Developed statements of action.**  Developed statements which agree and/or disagree using the  stimulus and/or additional material. Mostly relevant and accurate  with an implicit focus on the question.  Low level 2 (5-6). Mainly narrative or one of stimuli only.  eg The Nazis were determined to convert Germans to their ideas  and used propaganda. This was under the control of Goebbels.  The Nazis used posters and the radio to put forward the Nazi  message and converted many Germans to their ideas.  High level 2 (7-8). Develops two or more of stimuli or other  relevant information. |

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| **QWC**  **i-ii-iii** |  | High Level 2 (7-8) Developed statement about two or more of actions or other relevant information.  e.g. One way that Hitler was able to become Chancellor was because of the mistakes made by von Papen. He convinced Hindenburg to appoint Hitler Chancellor as he thought Hitler could be controlled.  But it was Hitler’s appeal that made him a strong candidate. He promised people what they wanted and a strong Germany in the future. He was an excellent speaker.  Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy. |
| **3** | **9-12** | **Developed explanation of action.**  Developed explanation of one or more action agreeing and/or disagreeing from stimulus and/or additional material. The answer mainly focuses on the question.  Low Level 3 (9-10) explains one or two actions.  e.g. One way that Hitler was able to become Chancellor was because of the actions of Hindenburg, Von Papen and von Schleicher. Von Schleicher warned Hindenburg that there would be Nazi and communist uprisings if von Papen stayed in office. He persuaded Hindenburg to make him Chancellor. This sparked off a power struggle between von Schliecher and von Papen which ended with them handing power to Hitler.  But Hitler, himself did much to win support for the Nazi Party and himself. Posters and rallies built him up as a superman. Hitler developed his speech writing skills and vocal skills. He was a superb speaker and people listened to him. Because he was such a strong personality he was difficult to ignore. |

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| **QWC**  **i-ii-iii** |  | High Level 3 (11-12) explains two actions and explains why one more important than other  e.g. One way that Hitler was able to become Chancellor was because of the actions of Hindenburg, Von Papen and von Schleicher. Von Schleicher warned Hindenburg that there would be Nazi and communist uprisings if von Papen stayed in office. He persuaded Hindenburg to make him Chancellor. This sparked off a power struggle between von Schliecher and von Papen which ended with them handing power to Hitler.  But Hitler, himself did much to win support for the Nazi Party and himself. Posters and rallies built him up as a superman. Hitler developed his speech writing skills and vocal skills. He was a superb speaker and people listened to him. Because he was such a strong personality he was difficult to ignore.  So for that reason, I consider that it was Hitler’s appeal which was more important because without that then there would never have been a situation where he was able to become Chancellor because of Hindenburg and von Papen.  Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found. |
| **4** | **13-16** | **A sustained argument.**  This considers the inter-relationship between a range of reasons from the stimulus and/or additional material.  Low level 4 (13-14) Makes judgement showing relative importance of more than two actions.  Makes judgement on relative importance of more than two policies.  e.g. One way that Hitler was able to become Chancellor was because of the actions of Hindenburg, Von Papen and von Schleicher. Von Schleicher warned Hindenburg that there would be Nazi and communist uprisings if von Papen stayed in office. He persuaded Hindenburg to make him Chancellor. This sparked off a power struggle between von Schliecher and von Papen which ended with them handing power to Hitler.  But Hitler, himself did much to win support for the Nazi Party and himself. Posters and rallies built him up as a superman. Hitler developed his speech writing skills and vocal skills. He was a superb speaker and people listened to him. Because he was such a strong personality he was difficult to ignore.  It  So for that reason, I consider that it was Hitler’s appeal which was more important because without that then there would never have been a situation where he was able to become Chancellor because of Hindenburg and von Papen. |

It was also important that the message of Hitler was given out well.

The Nazi Party used propaganda to whip up fear and hatred of Communists so that Hitler could look like the savior of Germany. The message was controlled by Josef Goebbels who stage managed Hitler’s appearances, used mass ralies and posters to control the message/

So overall I believe it was the mixture of Hitler’s appeal with skillful propaganda which was most important in him becoming Chancellor because without that then there would never have been a situation where he was able to become Chancellor because of Hindenburg and von Papen.

High level 4 (15-16) Illustrates that one ‘most important action on its own could not provide a satisfactory explanation. Candidates are expected to show inter-relationship between the actions.

e.g. One way that Hitler was able to become Chancellor was because of the actions of Hindenburg, Von Papen and von Schleicher. Von Schleicher warned Hindenburg that there would be Nazi and communist uprisings if von Papen stayed in office. He persuaded Hindenburg to make him Chancellor. This sparked off a power struggle between von Schliecher and von Papen which ended with them handing power to Hitler.

But Hitler, himself did much to win support for the Nazi Party and himself. Posters and rallies built him up as a superman. Hitler developed his speech writing skills and vocal skills. He was a superb speaker and people listened to him. Because he was such a strong personality he was difficult to ignore. This was the reason why von Papen, Schleicher and Hindenburg were so worried about him.

In addition to this The Nazi Party used propaganda to whip up fear and hatred of Communists so that Hitler could look like the savior of Germany. The message was controlled by Josef Goebbels who stage managed Hitler’s appearances, used mass rallies and posters to control the message.

Hitler’s initial appeal, however, had come about because of the terrible economic situation in Germany following the Stock Market Crash in 1929. The German recovery was destroyed and millions were now unemployed. After a period of relative prosperity, the German people were willing to listen to extremist parties.

Overall, one factor is not simply the answer. It is a mix of the economic situation which allowed Hitler’s ideas to flourish, alongside the Nazi’s use of propaganda and then the poor decisions of politicians which enabled Hitler to become Chancellor in January 1933.

**QWC**

**i-ii-iii**

Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.

**MORE EXAM-SKILLS FOCUS**

**What will my exam be like?**

You will have to answer **six** questions: (1(a), (b), (c), (d), 2(a) or 2(b), 3(a) or 3(b)).

One question will be a short source question. This is an example:

Study Source A.

**Source A**: From a history of Germany, published in 1996.

The Spartacists tried to seize power on 5 January 1919 but they were doomed to failure. The day before they began their rising, Ebert created a volunteer force of 4,000 soldiers. Known as the Free Corps, they were hard men who hated communists and liked a fight. They were well disciplined, fully equipped and ruthless. They retook all the Spartacist occupied buildings in Berlin and captured and shot the two Spartacist leaders. (4)

(a) What does Source A tell us about the reasons for the failure of the Spartacist

uprising of January 1919?

This is what the examiner is looking for full marks:

**Makes supported inferences.**

A supported inference is one which uses detail from the source to

prove the inference.

eg It tells me that the Spartacists were beaten because the Free

Corps were too strong as they had 4,000 well trained men. It also tells me that the Spartacists uprising was not well-planned. If they had planned better,they would have known that they were not strong enough andthey wouldn’t have seen all the buildings retaken.

You will then have a 6 mark question and three 8 mark questions. This is an example of an 8 mark question:

(d) Explain why there was a period of recovery for Germany in the years 1924-29. (8)

Examiner:

**Explains why the causes brought about the stated outcome.**

eg I think it was all down to Stresemann. He restored relations

with other countries and he also introduced a new currency.

These two measures helped restore Germany’s reputation and

encourage trade whilst introducing them back onto the world stage. They also gave people a fresh belief in their country’s economy after the horrors of hyper-inflation.

􀁸 6-7 marks for one cause linked to outcome.

􀁸 7-8 marks for two causes linked to outcome.

􀁸 Award 8 marks to any answer which prioritises causes or

demonstrates how they combined to produce outcome.

Finally you will have one 16 mark question, e.g.:

**\*3** (a) Was the use of propaganda the main reason Hitler was able to establish a

dictatorship of the Nazi Party in the years 1935-39? Explain your answer.

**A sustained argument.**

This considers the inter-relationship between a range of reasons

from the stimulus and/or additional material.

Low level 4 (13-14). Makes judgement on relative importance of

more than two reasons.

eg There were a number of reasons why the Nazis were able to

establish a dictatorship. Propaganda was very important.

This was more important than the police state because it

brought genuine support for Nazi ideals rather than support

through fear. However censorship made propaganda far more

effective because it ensured that the majority of Germans were

not exposed to alternative views and ideas, whilst the police

state forced most Germans to support the regime.

High level 4 (15-16). Illustrates that one ‘most important’ reason

on its own could not provide a satisfactory explanation.

Writing communicates ideas effectively, using a range of

precisely selected historical terms and organising information

clearly and coherently. The student spells, punctuates and uses

the rules of grammar with considerable accuracy, although some

spelling errors may still be found.